



## SECTION 2

### TEST I SAMPLE QUESTIONS

This section of the Georgia Assessments for the Certification of Educators® (GACE™) Preparation Guide provides sample selected-response questions with an annotated answer key for you to review as part of your preparation for the test. The sample selected-response questions are designed to illustrate the nature of the test questions. Work through the questions carefully before referring to the annotated answer key, which follows the sample selected-response questions. The answer key provides the correct response to each question, describes why each correct response is the best answer, and lists the objective within the test framework to which each question is linked.

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## QUESTIONS

1. Which of the following best describes the primary purpose and function of classroom reading assessment?
  - A. to guide instructional planning in reading by determining individual students' ongoing reading needs
  - B. to prepare students for state standardized testing in reading by equipping them with a variety of test-taking strategies
  - C. to monitor students' academic achievement in reading by measuring their mastery of the state reading standards
  - D. to evaluate the effectiveness of reading instruction by comparing the reading achievement of specific groups of students

Use the information below to answer the two questions that follow.

Retelling is one assessment a teacher uses to monitor students' reading comprehension. A student orally retells a story that the student has just read silently. The teacher tape-records the student's retelling and notes observations about the retelling on a form. The results of one student's retelling are shown below.

<b>Story Retelling Analysis Form</b>	
<b>Student:</b> _____	
<b>Scoring Guide:</b> 0 = limited comprehension      1 = partial comprehension      2 = full comprehension	
1. <b>Setting</b> —includes statement(s) about time and/or place	2
2. <b>Characters</b> —identifies main character, supporting characters, and/or specific character traits	2
3. <b>Sequence of events</b> —recalls important events in order, including introduction, problem, and/or resolution	1
4. <b>Theme</b> —includes a synthesis or summary of the main ideas of the text	0
5. <b>Inferences</b> —includes ideas implied but not directly stated in the text	0
6. <b>Intratextual connections</b> —makes connections across the text	1
7. <b>Personal connections</b> —makes connections between the text and personal experience	2
8. <b>Personal or critical response</b> —includes personal reactions and/or states an opinion about the text	2
<b>Total</b>	10 / 16
<b>Notes:</b> — can accurately describe characters and places in the story — gets distracted from the retelling by talking about personal experiences — has limited understanding of how events in the story relate to one another	

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2. Based on this assessment, which of the following is the most accurate statement about this student's reading comprehension ability?
  - A. The student has strong reading comprehension skills but needs to develop oral language proficiency.
  - B. The student comprehends the gist of the text but needs to attend more closely to important details.
  - C. The student has some literal comprehension skills but needs to work on constructing meaning from the text as a whole.
  - D. The student employs a few basic comprehension strategies but needs to engage more actively in the reading process.
3. Based on this assessment, the teacher could most effectively facilitate this student's reading development by *first*:
  - A. having the student read stories with strong characters that will enhance understanding of character development.
  - B. involving the student in picture cueing activities that promote the ability to identify important events, sequences, and ideas in a story.
  - C. having the student answer a series of questions about a story that prompt the student to describe the time and place in which the story is set.
  - D. involving the student in paired reading activities that provide opportunities to share personal reactions to a story with a partner.

4. Which of the following best describes the role of phonics in a research-based elementary school reading program?
- A. Phonics is an instructional strategy that should be used primarily as an intervention with students who are experiencing reading difficulties.
  - B. Phonics is a key component of comprehensive reading instruction that supports students' development of fluency and comprehension.
  - C. Phonics is a reading technique that should be taught implicitly to students who demonstrate specific needs in the area of decoding skills.
  - D. Phonics is the central focus of reading instruction until students have achieved automatic recognition of high-frequency sight-words.
5. A kindergarten teacher presents students with pairs of words (e.g., *buy/tie*, *see/saw*) and has students identify whether the words rhyme or not. Next she says a series of one-syllable words and asks students to point to a part of the body that rhymes with each word (e.g., the teacher says *bed* and students point to their heads). These activities promote students' reading development primarily by:
- A. improving their word decoding skills.
  - B. expanding their understanding of the alphabetic principle.
  - C. enriching their vocabulary knowledge.
  - D. promoting their development of phonological awareness.
6. Which of the following teacher prompts would be most appropriate to use to promote kindergarten students' phonemic awareness skills?
- A. "Say the first sound you hear in the word *ball*."
  - B. "Can you think of a word that rhymes with the word *cat*?"
  - C. "Clap your hands for every beat you hear in the word *umbrella*."
  - D. "What sound does the letter *D* make?"
7. A teacher observes that some students in the class seem indifferent to reading and rarely choose to read voluntarily. Which of the following approaches to addressing this situation is likely to be most effective in cultivating these students' enthusiasm for reading?
- A. explaining to the students the benefits of reading and scheduling time each week for the students to spend in the school library
  - B. providing the students with explicit instruction in comprehension strategies that apply to reading specific types of content-area texts
  - C. challenging the students to read a certain number of books per month and displaying each student's progress on a classroom wall chart
  - D. involving students in author studies in which they read a number of books by the same author and discuss the books in small groups

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8. Which of the following activities would be most appropriate for introducing kindergarten students to the alphabetic principle?
- A. writing a student's name on the board and having students sound out the name by blending the letters
  - B. posting students' names on a wall and having students whose names contain a certain letter come to the front of the room
  - C. saying a student's name and having students clap the number of syllables they hear in the name
  - D. reciting a list of students' names and having students raise their hands when they hear a name that begins with a specific sound
9. In a sequence of phonics instruction, which of the following regular phonics generalizations would most typically be taught *last*?
- A. consonant clusters (e.g., *tch* as in *catch*, *str* as in *string*)
  - B. vowel digraphs (e.g., *ee* as in *meet*, *oa* as in *boat*)
  - C. consonant digraphs (e.g., *ch* as in *children*, *sh* as in *wish*)
  - D. short vowels (e.g., *e* as in *egg*, *a* as in *sat*)
10. A first-grade teacher models pauses and inflection changes as he points to punctuation when reading aloud from a big book. He then leads students in a choral reading of the book. This strategy is most likely to help students who are having difficulty with which of the following reading skills?
- A. recognizing alliteration and other sound patterns when reading aloud
  - B. constructing inferences when reading aloud
  - C. using appropriate phrasing and expression when reading aloud
  - D. monitoring their own comprehension when reading aloud

## ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	A	In a standards-based curriculum, student performance standards inform assessment, which in turn informs instructional planning and practices. Reading teachers engage in classroom assessment on an ongoing basis to determine students' specific reading strengths and needs in order to plan reading instruction that is effective in promoting students' achievement of grade-level performance standards.	0001
2	C	The results of this retelling indicate that the student demonstrates good understanding of story details such as setting and characters. However, the student has great difficulty with skills that require drawing conclusions from a text, such as identifying the story's main conflict, resolution, and theme and being able to make inferences from ideas that are implied but not directly stated in the text.	0002
3	B	Having a basic understanding of a story's plot is often critical to being able to interpret ideas in and draw conclusions about the story. Engaging a student in a "picture walk" through a story or chapter prior to reading is an effective strategy for helping the student anticipate events in the text and for encouraging the student to begin to make connections among important events and to identify main ideas.	0003
4	B	Rapid, automatic word recognition plays an important role in both reading fluency and comprehension. Research indicates that most children who are struggling readers lack mastery of fundamental phonological aspects of reading. Decoding, which often involves the application of phonics knowledge and skills, is one of the primary cueing systems effective readers use to identify words they cannot recognize immediately.	0004
5	D	Young children are used to attending to oral language solely for meaning. Since the English writing system is alphabetic and English spellings reflect both graphophonemic and morphophonemic relationships, young children also need to begin to develop the awareness that oral language comprises sounds. Helping children learn to identify words that rhyme is one important component of developing students' phonological awareness skills.	0005
6	A	One of the first skills taught in a sequence of instruction designed to promote students' phonemic awareness is to distinguish between a word's onset (i.e., its beginning phoneme or phoneme pattern in the case of digraphs [e.g., <i>ch-</i> , <i>sh-</i> ] and blends [e.g., <i>fl-</i> , <i>tr-</i> ] and its rime, which often consists of a common phonogram such as <i>-all</i> or <i>-ing</i> . By prompting students to attend to the first sound they hear in the word <i>ball</i> , the teacher is promoting their ability to identify a word's onset.	0006

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For question	The correct response is	Reason	Test Objective
7	D	Avid readers frequently select new books to read independently by actively seeking out books written by favorite authors. Students who rarely read independently, however, do not tend to have favorite authors nor are they likely to be familiar with the body of work specific authors have developed. An important component of promoting reluctant readers' independent reading is helping them discover authors whose writing they enjoy and promoting their awareness that authors often have a whole body of work that shares similar features and style. Author studies contribute directly to the achievement of these goals.	0007
8	B	Some of the earliest words children tend to learn to recognize in print are names, both their own names and those of family members, friends, and classmates. Focusing students' attention on the letters in familiar names is an effective way to begin to foster speech-to-print connections, which form the foundation of the alphabetic principle.	0008
9	A	Consonant clusters often contain more than one phoneme (e.g., <i>str</i> contains three: /s/, /t/, and /r/) or may appear to contain more than one when they actually do not (e.g., <i>tch</i> represents the single phoneme /č/). This can be confusing to young readers, so consonant clusters are typically taught well after other types of phonics generalizations.	0009
10	C	The teacher models how to "read" punctuation and then reinforces learning by engaging students in a choral reading activity. These activities promote prosodic reading (i.e., reading with appropriate expression, phrasing, and inflection). Prosodic reading contributes directly to students' development of reading fluency, which in turn plays an important role in reading comprehension.	0010